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Objectives are to help counselors identify low achievers, to stimulate talent and ability, and to explore procedures that could be used to interest and motivate underachievers and to enlist cooperation from parents. Recommended are attempts to expose children to cultural experiences and provide occupational information.

The counselor works with ten students, then explains the project to their parents. He makes one visit to each home. He develops the program to fit the needs of each child, including such things as study hours, field trips, and special counseling.

After evaluation, recommendations would include urging children to maintain regular working hours, encouraging parents to have a definite routine in the home, and starting counseling in the elementary grades.

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THE USE OF EXTENSIVE AND INTENSIVE COUNSELING WITH A GROUP OF JUNIOR HIGH SCHOOL PUPILS FROM LOW SOCIO-ECONOMIC OR CULTURALLY DIFFERENT BACKGROUNDS

A Demonstration Research Project

White Plains Public Schools
White Plains, New York

JULY 1961

Compiled by:

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TABLE OF CONTENTS

Chapter

1. INTRODUCTION 1

2. OBJECTIVES 3

3. DESIGN OF THE DEMONSTRATION PROJECT 4

4. DESCRIPTION OF THE DEMONSTRATION GROUP 7

5. PUPIL INTERVIEWS AND GROUP DISCUSSION 9

6. HOME VISITS 12

7. ORGANIZED STUDY GROUPS 15

8. EDUCATIONAL VOCATIONAL AND CULTURAL TRIPS 17

9. EVALUATION - MARKS - COMPARISON STUDY 23

10. EVALUATION - CASE ILLUSTRATIONS 26

11. EVALUATION AND RECOMMENDATIONS OF COUNSELORS 44

12. OBSERVATIONS AND CONCLUSION OF THE COORDINATION 48

APPENDIX A; REPORTS OF INDIVIDUAL COUNSELORS

APPENDIX B; FORMS 1960-61 PROJECT

APPENDIX C; FORMS 1959-60 PROJECT

INTRODUCTION

During the 1959-60 school year the White Plains Public Schools were privileged to be selected by the Bureau of Guidance, New York State Department of Education as one of the school systems in the State for a grant from National Defense Education Act Funds for a research project on how to identify children from low socio-economic or culturally different backgrounds or both who have ability which is not being developed. A study of the vocational and educational aspirations of 137 children coming from two socio-economic levels living in four geographical areas of White Plains was carried on by members of the Guidance service under the direction of Dr. Max Weiner, Coordinator of the Study and Marian F. Graves, Director of Pupil Personnel Services.[1]

An evaluation of the findings of this study led the writers to suggest several additional areas of research which might be undertaken. In November, 1960 members of the guidance services met with Dr. Weiner for a full day conference devoted to a discussion of the final report and consideration of ways in which the findings could be used to strengthen the guidance program.

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1 Max Weiner and Marian F. Graves, "A Study of Educational and Vocational Aspirations of Junior High School Pupils from Two Socio-Economic Levels." White Plains Public Schools, White Plains, N. Y., July 1960

The question of how further research could be carried on without interfering with regular guidance assignments was discussed at length. Several counselors expressed an interest in carrying on individual projects or part of larger project.

Among the various research problems presented by Dr. Weiner was one dealing with the need to determine what type of counseling pupils of different socio-economic levels require and wish to have. From this developed the concept of the demonstration research project reported in this document. A grant was again made available by the Bureau of Guidance from National Defense Education Act Funds. The school administration gave the project its whole hearted support and backing. In February three counselors with the Director of Pupil Personnel Services acting as the coordinator launched the program.

PROBLEM:

This study attempts to demonstrate (1) what can be done by counselors to motivate children coming from a low socio-economic environment of culturally different backgrounds or both to develop and achieve goals which are in line with their ability and (2) how parents can be stimulated and guided in helping their children to attain these goals.

CHAPTER 2

Objectives

One of the objectives listed in the 1960 study was that of determining how guidance counselors could learn to identify those children from low socio-economic or culturally different backgrounds or both who were achieving at a level below their true potential. It was pointed out that, talented children from this type of environment might appear to be working at their highest level of ability when they were doing average or slightly above average academic work.

The 1961 demonstration project had as its primary goal the stimulation of talent and ability, thereby, utilizing the results of the identification done in the 1960 study. The question is frequently asked, "What can be done for the chronic underachiever from a low socio-economic or culturally different background since many of his problems seem to be derived from the home and community?"

The demonstration project was designed to explore and evaluate various procedures that could be used to (1) interest and motivate pupils with average or above average ability and low achievement, (2) bring parents into closer cooperation with the school and help them gain a realistic picture of their child's potential, (3) establish opportunities for pupils to improve study habits, (4) provide occupational information and source materials so that realistic career planning and information gathering can take place, (5) and expose children to cultural experiences in music, art, literature and travel with which they have previously had little or no contact.

CHAPTER 3

DESIGN OF THE DEMONSTRATION PROJECT

Personnel

Three staff members certified in guidance agreed to work on the demonstration project. Two are working as full time counselors and the third is a teacher who is assigned one period a week for group counseling with his homeroom. Each person brought to the project a wide background of experience and a geniune interest in children as individuals. Each is recognized as having been a successful teacher. Each worked on the 1960 study and was enthusiastic about the experience. One has traveled widely and two have done camp work with children from a variety of backgrounds. The counselors participate in a number of community activities and have or are carrying positions of responsibility in community agencies.

The Director of Pupil Personnel Services served as Coordinator of the Project. Formerly a psychiatric social worker, she first worked in White Plains Schools as a visiting teacher (school social worker).

Selection of Participants

Each counselor was asked to select 10 children who had been in the 1960 study, who were believed to have at least average ability, but who have not worked up to their potential. Preference was to be given to pupils in the 8th grade from a low socio-economic background. It was agreed that if counselors could not involve children who had been included in the 1960 study, they would try to select students whose backgrounds were comparable to those included in that study.

It was recognized that some flexibility was necessary because of counselor assignments during the school days and other administrative factors.

Procedure to be followed by Counselor

Each counselor agreed to:

(1) select ten students with whom he would like to work who met the above criteria

(2) start work with as many of the ten as he could and add others as he had time

(3) explain the project to parents and children and gain their cooperation

(4) make at least one visit to the home of each pupil included in the study

(5) study the child's record at the beginning of the project and watch for changes in grades and attitude

(6) involve pupils, parents and teachers in the final evaluation

(7) submit records on the work done with each child and an evaluation of his project by June 15.

Each counselor was to be free to develop the program with his group as he became aware of the children and their interests. Work was to be done at the close of the school day (4:30 P.M.) and on weekends.

Coordination

Plans for regularly scheduled meetings were made as a means of coordinating the three counselors' projects. In addition a monthly

payroll form was devised on which the counselor recorded his activities with each child during the month.

Evaluation

It was planned that in addition to the evaluation made by each counselor a summary of the three projects would be prepared which would include an evaluation of the total project. This summary would be made by the Coordinator of the Project and one of the counselors.

Definitions

For the purpose of this study the following definition of terms has been developed:

low socio-economic neighborhood the area in which the White Plains Public Housing project is located and other areas in the city in which family incomes and living are approximately the same

culturally different family cultural patterns, values and background are not the same as those of the majority of families sending children to White Plains Schools

extensive counseling counseling which exposes the child to a number of vocational, educational and cultural opportunities (counseling in breadth)

intensive counseling counseling which is concerned with the child's specific interests and needs (counseling in depth)

CHAPTER 4

DESCRIPTION OF THE DEMONSTRATION GROUP

A total of 34 junior high school pupils were involved in the demonstration project. Eight were from the Eastview Junior High School and 26 from the Highlands Junior High School. There were 11 in the seventh grade, 17 in the eighth grade and six in ninth grade. The group included 24 boys and 10 girls whose ages ranged from 12 to 15 years. In the total group 14 of the 34 children were participants in the 1960 study. A review of the results of the group intelligence survey (Otis) given when the participants were in sixth grade showed a range in I.Q. scores from 85-118.

The White Plains Public Housing Project was the home of 21 of the participants and nine lived in contigious low income areas. The remaining four were from moderate or high income areas of the city. Eight came from broken homes which were the result of death, divorce, or separation and in each of these cases the child was living with the mother.

Ten of the fathers were unskilled laborers, five were skilled tradesmen, three were clerks, three were salesmen and one was an unemployed tree surgeon. In each homes where there was no father, the mother at least partially supported the family. A total of 11 mothers worked to support or help support the family. Four of the mothers worked as clerks or bookkeepers, five were domestic workers, was
one a cafeteria worker and one was an elevator operator.

All of the children were achieving below their potential at the time the demonstration project started. Some were children of average ability who were failing or barely passing and the others were children of above average ability who, although passing, were not fully utilizing their academic potential. As stated previously the demonstration project was primarily designed to work with children from the lower socio-economic areas of the city. However four from higher socio-economic areas were included for specific reasons. Two were boys with multiple problems of adjustment whom counselors believed would benefit from the experience of working with the group. Two urged the counselor to let them join and it was felt that their presence in the group would benefit the group and that in turn the boys would be helped by the experience.

CHAPTER 5

PUPIL INTERVIEWS AND GROUP DISCUSSIONS

Each of the counselors used individual interviews with pupils and group discussions as integral parts of their work.

Individual Interviews

Children were encouraged to discuss their interests, their ambitions and their concerns. Some focused on their difficulties with their associates, others on problems at home or in the neighborhood. Some children had many interests and very definite goals which were not always realistic. Others had no plans and seemed to be drifting without any concern about what they might do in the future. Some children seemed to have an awareness of their ability and that they were not using it. Others had a very low opinion of themselves and their potential.

Counselors used interviews to introduce pupils to a variety of occupational and educational opportunities. Use was made of the Occupational Outlook Handbook and occupational material which the guidance offices in each of the schools have on file.

One counselor administered the Kuder Interest Inventory and used the results as a way of opening up new occupations which the children were encouraged to investigate further.

Interviews were also used to discuss study habits, preparation of written reports and in other ways to help the child organize his study activity. The current status of the pupil's work and teacher reports on progress were also considered.

Some of the most valuable time was that devoted to the informal pupil-counselor contacts which occurred in the school halls, on the street or in the neighborhood center. The children were encouraged to feel free to consult the counselor at any time for any reason.

Approximately 118 hours of counselor time were spent on formal interviews. Many more were spent in the informal contacts mentioned above.

Group Discussion

Counselors utilized group discussions in many different ways. Some were planned and others were the natural outgrowth of a trip or the informal "chit-chat" which takes place when friends sit down for a bottle of coke.

One counselor held a session with seven girls during which each girl discussed her problems with study habits and homework. Each girl decided on at least one subject in which she would try to improve her work before the next marking period. Time was taken in discussing how this could be done with the counselor contributing to the discussion. Most of the girls did very well in reaching their objective.

On the return trip from one of the colleges the group raised questions about tuition, college boards, semester hours, entrance requirements, scholarship and the like. Other trips provided similar opportunities for informal discussion. Counselors observed that children seemed freer to ask questions and express their feelings in this informal atmosphere.

Several really productive "bull sessions" were held by one counselor in his home. Many of the boys in this group were beginning to show pre-delinquent tendancies and time was spent in discussing the difficulties boys were having in trying to be different from many of their associates, some of whom were already in difficulty in the neighborhood.

Another counselor used sessions in her home to broaden the children's knowledge of the world through showing them objects, slides and other materials she had collected in her travels. A tape recorder was also used and the children became very interested in recording their experiences. Some of the more uncommunicative children seemed to gain a great deal from this activity. Counselors arranged for refreshments which the children helped to prepare. It was noted by one counselor that some in the group had had very little experience in sitting down with a group and eating together. In their homes people ate in shifts because of crowded space and a generally disorganized home life.

Counselors report a total of 38 hours of time spent in group discussions. Few who have been familiar with the project or read the reports of the counselors would care to guess how many more hours were spent in this type of activity but were not reported.

CHAPTER 6

Home Visits

Counselors who participated in the 1960 study were impressed by the positive response of parents when they were interviewed at home. They were also impressed with the added understanding which they gained from the home visits. As a result it was agreed that home visits would be a part of the design of the demonstration project.

A total of approximately 132 hours of counselor time was spent in home visits. Parent home conferences were held under various conditions in various localities. Some were held with the parents alone, some with parents and children together and others with several members of the family present. On other visits neighbors or relatives were present or the interview was disrupted by the blaring of the television. Parent interviews were also held at the place of employment and in the hospital in the case of a sick parent. One parent asked that the interview be held in the counselor's home since she did not want her mother who lives with her present during the interview. Later the counselor visited the home. In all cases, however, parents were cordial, appeared interested and expressed a desire to cooperate.

In most instances the first visit to the home was used as an opportunity to discuss the demonstration project with the parents. This was done in a variety of ways, depending on the immediate circumstances. With several families the counselors explained that

this was a continuation of the 1960 study in which they had participated. It was pointed out that their child seemed to have the ability to achieve better in school than he was doing and that the counselor was anxious to try to help the child. Counselors explained that they needed parent cooperation, that they would like to have regular interviews with the children to discuss their study habits, vocational and educational interests and perhaps take trips to museums, colleges and places of busirees in order to stimulate the children's desire to make meaningful plans for the future.

With some families the first home visit came at a time when the child was having real difficulty in school. The fact that the child was having difficulty was used as an introduction to how the counselor might be able to help. In all of the cases, except one, the families were informed of the nature of the project. In this case the counselor felt the parents would not accept the help the boy needed if too much were said about what was involved.

Later parent visits were used to discuss the child's need for a quiet place to study, progress in school, the child's abilities as the counselor saw them and ways that parents could help children. In this latter area, counselors placed emphasis on the effect of family life on children and their school achievement. Several parents sought help in handling specific problems with their children. A few parents used the interviews as an opportunity to discuss their anxiety about what the future held for their children and what occupation opportunities might be available to them.

In one instance a joint interview was arranged with a school administrator so that a father could discuss his child's feeling that the school was discriminating against Negroes. As a result of this discussion the father saw his boy in a different light and entered into a plan to help him.

In summary the counselors found that home visits provided an opportunity for the counselor to:

1. interpret the school program and objectives to parents
2. provide a bond of mutual concern between parents and the school
3. enable parents to exert a more positive influence on their child's attitude
4. encourage parents to feel free to communicate with the school and take part in school activities
5. acquire a better understanding of the child and the problems which he faces in his day to day living

CHAPTER 7

ORGANIZED STUDY GROUPS

Opportunities for group study with the counselor was provided for the participants in each demonstration group. The counselors used various procedures for the study sessions, according to the needs of the group, the schedule of the counselor, and the facilities available.

One counselor held study sessions twice a week at the Carver Center, a neighborhood center, which was near the homes of the boys with whom he was working. On other evenings he worked with individuals or small groups at the public library.

A second counselor arranged for daily sessions from 3:30 to 4:30 p.m. in a room adjacent to her office at the school. She was available to give whatever help was required.

The third counselor conducted study sessions three evenings during the week from seven to nine o'clock in the school library or in an adjacent classroom. The study sessions were held two nights a week at first but later extended to three nights at the request of two children. Word of the evening study period spread throughout the school and neighborhood. Other children expressed a desire to attend. In April evening study was opened to others in the school. Attendance was poor at first but the number increased until by the second week in May the number of pupils studying together ranged from twenty to thirty including members of the demonstration group. A total of 42 different pupils utilized the evening study opportunity.

Most of the children came from the neighborhood near the school. Many others expressed an interest in coming but their parents would not permit them to walk to the school after dark. A survey of the children attending the evening study period indicated that 25% did not have the proper study resources at home (dictionary, encyclopedias, etc.) and 50% lived in housing situations where study was difficult or impossible. It is important to note that these were children living in the East View School neighborhood which is not the worst or most crowded housing area in the city. A survey of children in and around the housing project might well reveal worse home study conditions.

Not one of the study opportunities provided by the counselors was mandatory for anyone but attendance was regular. The counselors used the study sessions as an opportunity to teach study habits, provide extra help and to check the progress of the demonstration project group. The overwhelming acceptance of the evening and after school study period by such a large number of pupils was unexpected and brought to light a need in the community for quiet study facilities with sufficient reference resource materials.

A total of 78 hours of counselor time was devoted to the supervision of study activities.

CHAPTER 3

EDUCATIONAL, VOCATIONAL AND CULTURAL TRIPS

An effort was made in the demonstration project to provide experiences that the participants would not ordinarily have. Trips and visits were planned that would "open doors" to cultural, vocational and educational opportunities which might otherwise be closed for one reason or another to these children. It was hoped that the experiences would provide a realistic dimension for their aspirations. Counselors wanted the children to see the world outside of the restricted home neighborhood which they seldom leave and in which they may be content to stay.

For example, two groups of Negro boys accompanied their counselors for a week-end camping trip to Bushkell, Pa. as a part of the project. They cooked meals, hiked through the mountains, and attended the nearby rural church. One of the boys commented that they were made to feel welcome in the community. Another boy developed an interest in browsing through antique shops and talking with proprietors. For one boy it meant some time away from a crowded home and the responsibilities that go along with being the oldest boy in a large family. A time was set aside for the boy's to study and prepare homework papers. Two of the boys experienced their first time away from home overnight and three enjoyed their first trip outside New York State. Just to be able to walk in the woods was a new experience for some of them. These boys considered this trip the highlight of the whole program.

A group who were interested in art and architecture were taken on a trip to Riverside Church and the Metropolitan Museum of Art in New York. Another group attended one of Leopold Stokowski's childrens concerts at Carnegie Hall. The attitude of the group was one of tolerance at the start but at the end the comments were: "I never thought I would ever like a symphony orchestra" and "It really sounds good when you hear it in person." This trip concluded with a tour of Times Square which none of the group had ever seen.

One group visited Chinatown and had a chance to immerse themselves in an entirely different cultural atmosphere as they wandered through shops and stores. This trip also included a ride on the Staten Island Ferry during which they saw the Statue of Liberty and New York skyline, a new experience for all of them.

Trips to educational institutions were included in the experiences provided in this connection.
Kings College in Briarcliff Manor, New York was visited by eight boys and girls. They toured the administration building, visited classes in session, toured the dormitories and saw students involved in various campus activities. A highlight of the trip was a talk by the director of admissions. He presented a clear and penetrating talk on the requirements for college admissions, college costs and the need for good scholarship as far back as the junior high school.

One parent reported that the trip to Kings College was "The first Thing that made his child show some enthusiasm all year." Another parent commented that "The college trip impressed his boy more than any other activity in the project."

Part of the same group visited New York University in New York City and other groups toured Columbia University, Westchester Community College and attended an orientation meeting about Brown University which was held in the county.

Several opportunities to explore a variety of settings where the children could observe different types of work were provided. These included visits to automobile salesrooms, a trip behind scenes at a bank and a tour of the large county hospital where the children learned about the work of nurses, nurses aids, laboratory technicians, occupational therapists and other specialized occupations associated with running a hospital.

One group visited a large research laboratory. When this trip was arranged several children who were not a part of the demonstration project but who were superior students interested in science were included in the tour. Their interest served to stimulate questions. Counselors noted that the children from the demonstration unit were soon contributing and joining in the discussions with the brighter students and scientists. One of the teachers commented on the excellent class reports that came about as a result of this tour.

Several children spent time at a Health Career Day held in the local High School during the Spring.

The opportunity to listen to foreign language records, view pictures and examine stamp, coin and souvenir collections from foreign countries fascinated several of the children and opened the door to what it means to be able to travel.

In addition to what the children heard and saw on these various trips, they observed the counselors as they talked freely with college professors, museum guides, doctors and scientists. Children were introduced to and welcomed by those people. A few children were taken to visit the homes of two successful Negro leaders in the community and thus had an opportunity to talk over some of their problems with people who have succeeded.

A total list of experiences offered follows:

Educational

1. Kings College - small private college with a suburban campus
2. Westchester Community College - a junior college offering technical courses
3. New York University
4. Columbia University - Teachers College
5. Brown University Orientation Meeting

Vocational Experiences

1. Automobile salesrooms
2. General Foods Home Office
3. Empire State Bank
4. Grasslands Hospital - large county Hospital
5. Public Library
6. Health Careers Day
7. Model Home
8. Sloan Kettering - research laboratory

Cultural and other Experiences

1. Concert at Carnegie Hall
2. Tour of Chinatown
3. Riverside Church
4. Metropolitan Museum of Art
5. Museum of Natural History
6. Week-end trip to a camp in Pennsylvania
7. Tour of Times Square
8. Ride on Staten Island Ferry
9. Listening to foreign language records - viewing travel pictures etc.
10. Social get to-gether for discussion and learning to communicate with each other.
11. Talk with a local minister and other community leaders
12. Visit to police department
13. Civil Air Patrol Meeting

Trips were not mandatory and no child participated in all of the things listed above. However each child had many different experiences. Children helped to decide what trips were to be taken and to plan for them. Counselors attempted to focus discussions during the trips so that the educational, vocational and cultural aspects of the experiences would be recognized by the children. Transportation was furnished by counselors and most of the children brought money for small lunches. Otherwise counselors helped out. A total of 88 counselor hours was spent on activities described in this chapter.

It is recognized that White Plains is in a unique position because of its proximity to New York City and the fact that many opportunities of this type are readily available within Westchester County made it possible for counselors to plan for a wide variety of experiences without too much difficulty.

CHAPTER 9

EVALUATION - MARKS - COMPARISON STUDY

It would be misleading to evaluate the demonstration project on the basis of improvement in grades alone. However a study of the grades presents an idea of the immediate results the children obtained from the program.

A composite study of the grades of all 34 members of the demonstration was made comparing the grades received during the first semester with the grades received during the second semester when the project was in progress.

This was done by taking as an aggregate the grades of each subject that the children took and tabulating the total number that went up, down and remained the same. The results show that the grades of the group as a whole went up in 95 subjects, went down in 41 subjects and remained the same in 110 subjects. Of these subjects that remained the same for both semesters, 10 were F grades.

COMPARISON GROUP

The marks of a simple group of 19 participants in the 1961 demonstration group were compared with 19 members of the 1960 study group who have completed the 8th grade and were not participants of the 1961 demonstration group. Each group was chosen at random and no attempt has been made to make a statistical study of the results. The comparison is made between the grades received in the first semester when neither of the groups received extra help, and the grades in the second semester when the 1961 demonstration group received extra counseling, and the comparison group did not.

The chart which follows indicates the total number of subjects for the group that were higher in the second semester than the first semester, the number lower, and the number that remained about the same. The difference between the total number of subjects in each group is attributed to more grades on some of the boy's report cards than on the girl's cards.

COMPARISON OF MARKS	1960 STUDY GROUP (12 boys 7 girls)	1961 DEMONSTRATION GROUP (6 boys 13 girls)
ACADEMIC GRADES		
Higher	36	54
Lower	31	23
Same	79	75
No. grade failures	5	3
CITIZENSHIP GRADES		
Higher	3	10
Lower	3	2
Same	13	7
AVERAGE 6TH GRADE I.Q.	97	105
I.Q. RANGE	87-120	85-128

The chart indicates that the members of the 1961 demonstration group improved in significantly more subjects during the period of extra help and counseling than did a group of comparable ability and background who did not receive the extra help. It is also noted that the demonstration group receiving special help got fewer lower grades during the same period than the group that received no help. Of the number of grades that remained the same, 5 of the 1961 project group were F and 12 of the comparison group were F.

Each of the participating counselors felt that the improvement shown in citizenship which includes attitude, effort, and class participation was of greater significance than improvement in grades. It was felt that growth in these areas would contribute more to continued improvement in achievement in years to come.

It is noted that five of the comparison group failed the grade whereas only three of the 19 in the 1961 demonstration group chosen for the comparison failed the grade (F in 2 major subjects or 3 minor subjects). Of the total demonstration group of 34, only 4 failed the grade. All of the failures are likely to be made up in summer school.

CHAPTER 10

EVALUATION - CASE ILLUSTRATIONS

As far as the writers are aware, no adequate way has been found to measure success or failure in a project of this type in which change in a child's concept of what he can do is sought and it is hoped that he in turn will be motivated to do better. Surely a period of five months is too short a time to expect much in the way of change. Even if, as it is believed new doors of opportunity have been opened for many of these children and some of them have made an initial attempt to improve, there has not been sufficient time for them to test themselves or for teachers to evaluate what has happened. Where improvement has been noted the question is, "Will the child be able to sustain this in the future?" Where no change has been observed the question is, "Has a seed been sown which will bear fruit later?" In view of these basic questions the writers have selected a representative group of cases which, in their opinion, illustrate various phases of the program. The evaluation is left to the reader. It should be noted that plans have been made to follow the progress of each child until he leaves the school system although it is not anticipated that the intensive counseling given during the demonstration project can be continued.

The first illustration is that of F. V. a girl who seems to have been able to improve her study habits and whose parents appear to have broadened their understanding of what it means to help a child.

Case of F. V.

Selection

F. V. is a girl in ninth grade, of low average ability, who has not been able to use the potential she has because of her poor study habits. She was in the 1960 study, and lives in the White Plains Housing Project. She was included in the demonstration project because the counselor believed that with help she could do much better work.

Problem

From the School Point of View

Teachers have described F. as a girl who has few friends and who finds it difficult to communicate with other children or with adults. She has trouble organizing her work and her study habits have been poor. She tries but results do not seem to correspond to her effort.

From Parents Point of View

Parents have been deeply concerned about F. and have tended to protect her. They have worried about her lack of achievement in school and have pressed her to do her homework. They want her to finish high school. They were anxious to learn about opportunities for work in this area and were pleased F. had been selected for special help. They are industrious people with a western European background.

From the girl's Point of View

F. is not too interested in school. She enjoys fixing her hair and admires pretty clothes. She is interested in art of the greeting card variety and in being a member of the school glee club.

Service Given

Individual conferences and study periods were devoted to helping F. organize her work and to discussing vocational goals in line with her ability. She participated in a group making a tape recording of their occupational interests and goals. Home visits were used to help the mother understand how she could help F. reach parents' goal of graduation from high school. This included a discussion of the types of courses in which F. might reasonably be expected to succeed. F. was included in the trip to New York. Although she was born in White Plains she had never been to New York (20 miles). She showed particular interest in the trip to the bank and the hospital, asking questions about the secretarial work. The following comment about the trip to the Museum of Natural History is of interest. "Before leaving the muspum she "limped" bravely into the museum shop and purchased a necklace made in Thailand. She has worn it to school every day since and has told all of her increasing number of friends about it."

Evaluation

F. will graduate to the High School with a C average. Her last report card had nothing below C for the first time since she entered Junior High School. Study habits have improved and she is able to work independently. She is working more rapidly and more efficiently and can see relationships more readily. She has more friends, has learned to communicate better, smiles more often and is beginning to radiate a pleasant personality. She is less shy about asking questions and is freer to ask teachers for an explanation when she does not understand assignments.

Parents feel F. has benefited and have decided, "parents should take a child to visit these places and help out." They are pleased with her improvement.

F. wrote, "The study hall after school has helped me in that I can do my homework and improve my marks. The many trips I took were interesting. I have learned more about these places. In speech class, I am going to make a report on the Museum of Natural History. This was my first trip to New York."

In the case of L. R. the counselor found that conditions within the family tended to counteract his efforts to help the boy. This was true in several cases but the larger majority of parents were eager to cooperate and did so to the best of their ability and understanding of what counselors were attempting to do.

Case of L. R.

Selection

L.R. is a ninth grade pupil who was in the 1960 study. He lives in the White Plains Public Housing Project and is the third boy in a family of eight children. He is a boy of at least average ability who seldom works up to his potential. The principal of the school asked that he be included in the demonstration project and parents were agreeable.

Problem

From school Point of View

L. has had many problems in school in addition to his poor achievement record. He has difficulty controlling his temper and he feels he is "being picked" on whenever his behavior is questioned.

From the Parent's Point of View

During the time that the counselor was working intensively with L there was increasing difficulty in the home, particularly between the parents. At the time of the first home visit the parents stated that L felt the school was prejudiced against him and all Negroes. The counselor arranged for the father to have a conference with the school principal. Several misunderstandings were cleared up. The father was pleased with the conference and promised his cooperation. Mother has a history of mental illness. She tends to nag L. and the other children.

From the Boy's Point of View

L. feels he is now understood at home or at school. He would like to go away to school and asked the counselor to help him with this.

Service Given

The counselor developed a good relationship with this boy as evidenced by the fact that he sought the counselor out whenever things went wrong at home or at school. Trips to the library were used to assist L. in learning how to find material for a term paper on delinquency. His younger brother and sister destroyed the paper before he had a chance to hand it in. The counselor was able to help him over this hump. His report card in April had three C's, three B's and a C in citizenship which was a real improvement for him. He reported that his mother showed no interest in it when he showed it to her. This was a very difficult period for him. The counselor attempted to interpret the importance of this to the mother but she did not seem to comprehend what she had done.

Evaluation

L. passed all of his subjects and plans to enter the high school in the fall. The counselor feels he would not have been able to do this without the support the school has given him.

Comments of teachers in June were:

"L has been working hard the past two report periods. His attitude is good and we have had no trouble at all. His work habits are good but ability seems lacking. Mark is now D."

"L's attitude has improved greatly in the past few months. He still objects occasionally to "too much work" but it is more an automatic response to an assignment rather than the defiance he exhibited earlier in the year. He usually does his assignments now, but they are not always on time.... his attitude, therefore is much better but he will need help for several years before he can be a stable person."

Counselors discovered now that some children's apparent lack of interest in school and poor achievement may be the direct result of home responsibilities about which the school knows very little. In the case of D.F. and R.F. the counselor was able to help two sisters find ways of keeping up with their school work inspite of many home duties.

Case of D.F. and R.F.

Selection

D. F. a ninth grade girl of average ability was doing very poor work in school and was frequently absent. She had been in the 1960 study and lived in the White Plains Housing project. When the counselor called at the home to discuss including D. in the demonstration project the mother asked that the younger sister R. also be included. R. is a seventh grader who was also working below her ability.

Problem

From the School Point of View

Teachers felt that both D. and R. should be doing better work. Both had poor attendance records. The girls tended to be shy and did not seem to have friends. They seemed listless and lacking in initiative and ambition.

From the Family Point of View

The counselor found that the mother is often in the hospital and that the family live under very crowded conditions. The grandmother who was recovering from a broken hip was also in the home. The girls are the oldest of eight children. The father has a regular job and takes extra jobs over week-ends to secure additional money. When mother is ill D. must stay home to care for younger children. In spite of crowded conditions in the home and the many problems there seems to be a good family spirit. Parents were anxious for D. to have help and asked that R. be included in the demonstration project so she would get a better start in Junior High School. There is no place for quiet study in the home.

From the Girl's Point of View

D. feels responsible for what happens at home and puts this before school work. She is discouraged about school but does have some realistic vocational goals. R. is poorly groomed, awkward and often creates more problems than she solves at home. She has many fears about Junior High School.

Border Bloys

...ler to border arranged for both girls to study at school immediately after school. Parents were pleased with this plan and cooperated. They also made it possible for them to go on many of the trips and lived in every way to cooperate. The counselor discussed realistic occupational goals with the girls and their parents. On the trips D. was interested in the various opportunities for street girls work and the many different types of work in a hospital.

Firehaven

The counselor noted that D. seemed to gain a better understanding of the relationship between a general education in English, Mathematics etc. and what one does when one goes to work. She responded exceptionally well to individual help. She worked diligently on her homework and when it was necessary for her to stay home she sent in her assignments. She was graduated to the High School and had raised most of her marks from D's to C's and seemed to gain confidence in her ability to organize her work. She discussed the relationship between her attendance and school grades and the importance of both in securing a job. Teachers commented on her improvement in class particularly in contributing to class discussions.

R. showed her greatest improvement in her work habits. She was better able to organize her work and her marks showed consistent improvement. She improved in self-grooming and generally seemed better organized.

Parents were most appreciative of what was done to help their children. "...has been enlightened very much by the trips, visits to different places and most of all the help from the teachers."

D. wrote "I understand the work I am doing more clearly and now enjoy doing it. When I didn't come in my marks dropped and showed that I needed to study more...I would like to continue this type of study because I have proved to myself I can do it."

R. wrote, "I had a chance to do my homework. I can chose the kind of a job I want. It helped me to learn about different things...You learn what to do and how to do it."

Counselors were impressed by the fact that even when parents were worried about their children's progress in school some did not seem to feel free to seek help from the school. Unfortunately they seemed to feel that they are called to school only when the child

in a disciplinary problem. The case of S. illustrates how parents used the help offered by the counselor.

Case of S.W.

Identification

S. is an eighth-grade boy living in the White Plains Housing Project who was included in the 1960 study. He had at least average ability but at the end of the third marking period this year was failing in three subjects had D in two and C in the remaining two subjects.

Problem

From the School Point of View

S. was just barely showing interest in school and attempts to get by with as little work as possible. His conduct is childish and in pouts and sulks if things do not go his way. He gets into difficulty because of tardiness and other minor infractions.

From the Family Point of View

Parents are concerned about S.'s school work and his attitude. They have attempted to provide him with essential maintenance material but he will study at home only when they put a great deal of pressure on him. They pledged their full support to the demonstration project and welcomed the initiative for calling the counselor after the initial visit whatever something eventful which bothered them and with which they felt the school could help.

From the Boy's Point of View

S. joined the group somewhat reluctantly. He feels he is doing his best work and indeed that he feels teachers aren't always fair in their reports of his effort. He wants to be a professional baseball player and has few interests except sports, comic books and television.

Session Given

Individual conferences were used for a discussion of study habits, and occupational information. There were four interviews held in the home and parents used these as a time to seek help in knowing how to handle S., particularly in relation to getting him to apply himself more considerably. S. was given the Kuder Interest Inventory, joined the group on trips to New York City and a neighboring college. He has been a member of the evening study group.

Evaluation

Parents are pleased with the change in S's attitude at home. He now helps around the house and is going to church.

That was the "nicest improvement. It doesn't take a lot of yelling to get homework done now -- a little maybe but not a lot." He still has a tendancy to be upset when he doesn't get his way but parents feel he has improved.

S. feels he has improved his work habits and spends more time on homework now. He feels his parents understand him better. He has asked for special help in mathematics.

Teachers comment:

"Interest and effort in class generally good and have improved." English

"Interest and effort fairly good and have improved since last marking period. His day to day preparation seems better." Social Studies

Counselor feels S. still works in spurts and cannot be relied upon to sustain the progress he has made without careful follow-up in the fall.

The case of R. illustrates the type of situation where the parent's aspirations for a child are not in line with the child's ability. It also illustrates some of the problems which children from a different cultural background face.

Selection

R. is a 7th grader who has at least average intelligence. He has demonstrated special ability and interest in art but his study habits are poor and he is worried about school. R. was born in Italy and Italian is spoken in the home. The family live in a slum neighborhood adjacent to the housing project. He was not in the 1959-60 study but fits into the group of children included in the demonstration project.

Problem from School Point of View

R. was viewed as a child who had difficulty in English, was getting poor marks in school and seemed nervous and shy. Teachers felt he exerted little effort and was not too reliable.

From Parents' Point of View

Parents were eager for Rudy to "get smart in zee head... be a lawyer... a doctor ... bring in the cash." To the parents to be successful meant to earn money. Interest in art would not fulfill this. Parents responded readily to counselor interest and welcomed home visits.

From Boy's Point of View

R. sees art in everything and finds mathematics particularly difficult. He has tried unsuccessfully to get his father to understand his interest in art.

Service Given

Individual conference time was spent in helping R. organize his assignments. This was particularly helpful to him because of the language problem, Helped to look for major points in reference work and write reports.

Conferences with parents focused on R's ability in art and the practical uses to which it could be put. As boy's grades improved father became more accepting of interest in art.

By holding two jobs father earned enough to take family to Italy this summer, bought a camera so R can take pictures of museums and art objects.

R. participated in all group meetings and trips - "He can see "art" in everything and never hesitates to point it out... stood beneath a portrait in oil studying it intently, oblivous of all else."

Evaluation

Counselor sees growth in R's ability to express himself. His questions are indicative of his depth of interest and his inquisitiveness about the world around him. He now meets people easily and listens intently to what is being said to him. He has made real gains in social studies and in his art since parents have become more patient and understanding. They no longer consider the report card as the "all important thing."

Parents feel R has been helped greatly in his school work and by all the activities. R's father had him write "This plan did me a lot of good and he hoped it will go on like it is. R wrote " it helped me do better work in school. It helped my father to understand me."

Parents seem to realize R cannot be expected to improve in all areas at once.

Teacher comments were:

Room for more improvement - work dropped from C to D. - mathematics.

"Student seems to be making greater effort. His attitude has shown improvement but achievement has yet to follow." Science

R's relationship in class seems smoother - he still doesn't assume as much responsibility as he should - Mark changed from C to A in art

R is working very hard in English and Social Studies. His English has not progressed as much because of the language handicap. He is a hard worker and is very interested in doing well and benefits from extra help. Raised Social Studies mark from D to B.

Attitude most positive and constructive throughout - made a genuine effort and is at present progressing very well - remedial reading.

A child may not achieve as well as he is able because of emotional difficulties. When there are deep-seated emotional problems the type of program offered in the demonstration project does not seem to be effective. Two boys with rather serious problems were included. One was under the care of a psychiatrist. This boy enjoyed the activities but his presence in the group complicated many situations. The following case is illustrative of one which should probably not have been included because of the seriousness of his problems.

Case of J. G.

Selection

J is a large 13 year old boy of Jewish background, in eighth grade with at least high average ability who was failing in five out of six subjects in the 3rd quarter marking period. He lives in the area near the White Plains Housing project. Although not in the 1959-60 survey his selection was in line with criteria agreed upon for this study.

Problem -

From School Point of View

J weighs 180 pounds, presents an untidy appearance because his shirt tail is out or a button is missing and is constantly complaining of minor aches and pains. In class he is described as lethargic disinterested and poorly motivated. His grades in 7th grade were satisfactory but have fallen drastically this year.

From Parents' Point of View

J's mother is at a loss to explain J's lack of interest. She supervises him closely - tries to get him to do his homework but he claims not to have any. Both parents were eager for J to be in the project and promised J more freedom if he did better.

From Pupils' Point of View

J was not enthusiastic about joining the group. He feels he tries to improve but is just not interested in studying particularly subjects he isn't interested in.

Service flyer.

There were several individual conferences with J during which the counselor encouraged him to discuss study habits, interests as well as occupational possibilities based on the results of the Kuder interest inventory. At no time did J really seem to be very interested in changing.

There were three home visits, one of which was held after J had failed to show up for a study period, although he had left home for this purpose. On this occasion and others the parents, particularly the mother, were very critical of J and his lack of interest and his irresponsible behavior. They did arrange for a physical examination and J was placed on a diet which he has not followed. J was included on the trip to a college and volunteered to attend Health Career Day Conference where he showed some interest in being a laboratory technician.

Evaluation

Parents feel that although J has shown little of any improvement in his academic work, there has been some change in his attitude at home. He has begun to talk about the future and is discussing more things with parents. Mother believes Jeff's poor achievement is because of emotional problems based upon his overweight and requested a referral to school psychologist. J feels the project has helped him turn in more homework. "I have different impression of study habits. It's for your own good and there is no use trying to fight it. When my homework is in grades go up. The best part was the trip to the college."

Teachers report occasional sparks of interest. The counselor plans to refer J to school psychologist in fall unless there is a marked change in his attitude and behavior.

In contrast to the case of J.G. is the case of T.G. T. G. was showing some evidences of a temporary emotional disturbance related to the recent death of his father and the necessary readjustments within the family life. In this instance the support of the counselor seems to have been sufficient to help him over a difficult period.

Case of T.G.

Selection

T is an 8th grader with better than average ability who was included in the 1959-60 study. Father died last year, mother is having difficulty in making a new life for herself and her children. T not working up to his ability and lives in the White Plains Housing project.

Presenting Problem

From School Point of View

Organizes his work poorly, seems to lack confidence in himself. He gives the appearance of being constatly worried and under pressure. Grades are C and B.

From Parental Point of View

Mother worried about T's school work and his lack of confidence.

From Boy's Point of View

T is worried about his mother, and about himself. Afraid to speak in class - difficulty in organizing his work.

Service Given

T participated in many group activities and discussions in addition to being seen individually. Discussions centered around study habits, the value of an education and various vocational and educational opportunities. Visit to a model home, Grasslands (County Hospital) and Community College (construction of large new buildings in last two) led him to discuss and explore more about the design and structure of buildings. T asked many questions of guide and was shown architectural drawings and blue prints. Home visits were used as an opportunity to discuss T's progress and interests. During this period mother has secured regular employment and as a result is more settled. This has undoubtedly made for a more relaxed atmosphere in the home.

Evaluation

The counselor feels T has made progress in many areas. He is on the honor roll, has learned to organize his work and has developed better study habits. He has matured socially in attending social hours each month and is developing an interest in girls. He has confidence in himself and is able to speak before the group without difficulty. He seems more secure at home.

Mother is delighted with T's progress. She feels he is more interested in school and aware of educational facilities which are available.

T says "it encouraged me in doing school work. I got a better idea of jobs and the work you have to do in order to get the job. It has helped me in how to do many things like filing and bank books."

Teacher comments -

"T appears to be the "typical" teen-ager - has become more inquisitive and sociable and interested in Science. He was extra ordinarily interested in The Sloane Kettering Institute" Science

"T always has his assignments in on time - attitude and work habits are good - have been all year." Mathematics

"T is a delightful student ---This has been true all year." English and Social Studies

"Attitude towards shop and mechanical drawing is excellent. Has improved this year - Still appears tense...Throws himself at his work." Shop - Mechanical Drawing

Counselors and other school personnel sometimes forget the pressure that children such as those that were included in the demonstration project are under in their neighborhoods. They are torn between the standards set by the school and the values of their associates. The case of B. H. is representative of this group and illustrates how a counselor can help when he is aware of what is happening to the child.

Case of B. H.

Solution

B is a 12 year old 7th grader of good intelligence who lives in the White Plains Housing project. His marks were mostly C's and D's. It was believed that with help he could not only improve his academic achievement but that his somewhat over-agressive behavior could be directed toward the development of constructive leadership ability. Parents were told in general terms of the counselor's desire to help B but the demonstration project was not discussed in detail with them because the counselor felt it would be difficult for them to accept the help B so badly needed.

Problem

From the School Point of View

B was seen as a boy with a great deal of potential who tended to be in difficulty because of his aggressive behavior and negative attitude.

Teachers viewed him as a boy who found minor excuses for his poor work and unacceptable behavior.

From the Parents' Point of View

Parents are inclined to over protect B and are eager for him to succeed. His mother tended to take his part and make excuses for him.

From the Pupils' Point of View

In discussions with the counselor B revealed that he was torn between his parents and the schools expectations for him and the standards of behavior set by his fellow associates in the neighborhood.

Service Given

In addition to individual interviews and home visits, B was introduced to recognized Negro leaders in the community and had several opportunities to discuss his interests and problems with them. They are serving as a guide to him and he feels free to visit them. He was taken on an over night camping trip with three or four other boys to a rural section of Pennsylvania. Here he had an opportunity to visit stores and shops and talk with people who accepted him as an individual.

Evaluation

B raised his marks from C's and B's to A's and B's. His counselor says, he has learned to associate and hold his own with all classes of people regardless of race or economic standing."

Teachers comments:

"This boy has done a complete turn-about for the better. He is tackling his own problem without "leaning" on his mother whom he thought could solve all of his problems with work and teachers. His native ability and intelligence really showing now.

"B has advanced more during the past several weeks than during the rest of the school year. His attitude has changed from "I'll try but" to I'll try and" -

Another boy who was facing many of the same problems as B.H. is K. P. As shown by the following he has a long way to go before he solves his problems.

Case of K.P.

Selection

K. P. is an 8th grader of average ability who was in the 1960 study. He lives in the White Plains Housing Project and has shown some tendancy toward delinquency.

Problems

From School Point of View

K is described as nervous and fidgety. He is easily influenced and seems to feel a great need to be a member of "the group."

From parents' Point of View
Father is a very religious person who is willing to "leave everything to God"

From Boy's Point of View
K talked with counselor about many of his feelings about the problems of Negroes, his hatred of cops etc.

Service Given
The counselor spent a great deal of time in individual conferences with K. A trip was taken to the Police Station and he was impressed with the seriousness with which police view their job. Visits were made to the home of another Negro teacher and discussion centered around problems in the north and south.

Evaluation
The counselor feels he has shown several signs of growth and that he is developing some self pride. His school work 'as improved' but he must always be pushed. His friends are not the type who will help him. He still needs a great deal of help.

Teachers' comment that he has shown a more serious interest in his future and has improved in conduct and behavior. If he really gets serious he could be a good student.

The case of J. H. is typical of several in the demonstration group who seemed to be "drifting along" without any real purpose or interest. These children seemed to have a very poor concept of their ability.

Case of J. H.

Selection
J is a ninth grade boy of above average ability who has no plans for the future. He has poor study habits and does only enough work to keep from failing. He was included in the 1960 study.

Problem

From the School Point of View
J is described as being able to do good or poor work depending on how he feels or how much the teacher is watching. He has a short span of concentration and displays very little interest in anything.

From Family Point of View
Parents expressed concern about J's school work when counselor called at home. Boy has no particular place to study or resource materials at home. Parents were pleased J had been selected for special help and made plans for a place for him to study.

From Boy's Point of View

J indicated he know that his study habits were poor and expressed a desire to improve them. He has no particular plans for work or training when he leaves school. He doesn't think he does anything well.

Service Given

Interviews with J were used to explore occupational materials. The results of the Kuder Interest Inventory were used as a means of getting him to begin thinking about career plans. J attended evening study periods and used them to good advantage. Home visits were confined to a discussion of his progress. Parents followed thru with providing a place for J to study. J went on a trip to colleges, to New York and to a concert.

Evaluation

Counselor feels J made significant gains in work habits and effort while a part of this study. He was able to see the value and effect of proper study habits. He put forth a great deal of effort but because of his earlier record his effort was not reflected to any appreciable extent in his final works.

Parents were pleased with his effort and the fact that he does more homework.

J. says " During the time that I have been in the project group, I have been doing better work. I like the idea of the evening study period a lot. I've learned better study habits by coming. I liked the trips we went on."

Teacher comments as follows

No homework missing! does well when pays attention.
Mathematics
No homework missing. Greatly improved - needs help on test review - Social Studies
Interest and effort have improved - must study hard to pass - Science
I believe J does his best in typing
J will need continued help at the high school. He still hasn't well defined goals but is beginning to show some interest in the future.

Counselors were approached by some children who wanted to be included in the demonstration project. A. O. was very eager to join and seemed to be seeking a structured setting in which to study. He was included even though he comes from a higher socio-economic group.

Case of A. C.

Selection

A was included in the Demonstration Project at his request and because the counselor felt his presence might stimulate another member of the group who is A's close friend. He is a boy of average or above average ability who has poor study habits and is generally disorganized in his approach to assignments. He comes from a higher socio-economic group than other members. He is 14 years old and in 8th grade.

Problem

From School Point of View

A fails to do his homework, shows little interest or effort in class and seems to be getting worse at the time the project started. He talks of becoming a doctor but seemed to see no connection between his present failure to do work and his future goals.

From Parents' Point of View

Parents have provided A with a place to study and reference books. They realize he is not a genius but want him to use what he has. They were eager for him to be included in the group and were most cooperative throughout.

From Pupils Point of View

A became interested in the project thru the evening study hours. He attended those regularly for some time before he was included in the project.

Service Given

A was seen in individual interviews which were directed toward a discussion of his interests and abilities as shown on the Kuder Interest Inventory. He was a member of the group who attended a Health Careers Day and visited a college where the admissions's officer talked with the group about college life and the importance of school records in being accepted in college. He was a regular member of the evening study group and there were two home visits.

Evaluation

A feels he is spending more time on his homework - that he can concentrate better than he could. He is convinced his study habits will improve and that he can get a record that will get him into college.

A's parents indicated they have become less "anxious about his grades and are not pressuring him like we used to." The college trip impressed him greatly and he discussed the details of the admission's officers talk with his parents. "We believe you have helped him see the importance of utilizing his full ability and the results that are possible." The father offered to defray the expense of helping to keep such a program going another year.

A teacher commented, "He got the extra help he needed at a critical time, he should be able to follow through on his own."
A general check with teachers indicate that A has improved in all subjects, that his interest in project activities has been constant and that he had used the evening study period to good advantage.

CHAPTER II

EVALUATION AND RECOMMENDATIONS OF COUNSELORS

The observations, evaluations and recommendations discussed in this chapter are, a summary of those made in the final reports of the counselors (See Appendix A) and expressed at the co-ordinating meetings held monthly during the time when the demonstration project was being carried on.

Each counselor agreed that any successful attempt to help children from a low socio-economic or culturally different environment who appear to be underachieving should combine work with the family, individual counseling and help with study habits. It is believed that failure to work in any of these areas would minimize progress in others.

Many of these children come from homes where there is little feeling of family spirit or solidarity because of a lack of family routines or common family activities. Many do not have meals together because of lack of space or irregular hours. Family members rarely if ever do anything as a family unit such as going on a picnic together or even shopping together. The counselors believe that parents can be helped to realize the effect of close family ties and family routine on the aspirations and achievements of their children.

As a result of their discussions with parents, the counselors feel that the parents of many of these children will not take the initiative in contacting the school when they are worried about

their child's school progress. They need to be assured that the school welcomes their visits to school and phone calls and that such calls are not "wasting the time" of counselors and other school personnel. Counselors found a definite reluctance on the part of most of the parents interviewed during the demonstration project to keep in touch with the school except in situations involving discipline. In most cases the school has called them only in case of serious discipline problems and school contacts have traditionally been unpleasant experiences.

The counselors believe that the interest and cooperation of parents is necessary if the child is to develop a realistic picture of himself as a person and achieve in line with his ability. They further believe that this interest and cooperation must be actively sought by the school when it is dealing with parents from neighborhoods such as included in the demonstration project.

The counselors also believe that it is most important to them to visit the homes of children from this type of background in order to gain an understanding of some of the factors contributing to their problems. A counselor can help a child better if he is familiar with the physical, cultural and emotional setting of the home and is aware of the social and economic problems facing the family.

Through individual conferences with children counselors learned much about their worries and the problems they face in trying to live in two worlds - the world of the school with its values and expectations and the world of their peers which often scoffs at the

standards set by the school and parents. This was found to be particularly true of some of the Negroe boys in the demonstration project who discussed openly the fact that when they try to portray the kind of citizenship desired by the school and community they are ridiculed by their own associates.

Many of the children in the demonstration project were labeled by teachers as shy and uncommunicative. It was said they did not contribute to class discussions. At the close of the project, several teachers remarked about the fact these children were beginning to contribute to class discussions. A study of the response of the children to trips leads the writers to conclude that perhaps these children have been uncommunicative and non-contributing members of class discussions because they felt they had nothing to contribute. It is very difficult for a child to write a composition about what he did on a vacation if he didn't do anything different. It is particularly difficult if other members of the class are able to report an an extended trip or some other adventure which is beyond the experience of the child from the low socio-economic or culturally different background.

If added to the lack of the experience there is difficulty in knowing how to organize the report the problem is more complicated. The counselors were particularly impressed with the very real problem children in the demonstration project had in knowing how to use reference materials and how to organize what they found so that it would meet the requirements of homework assignments. The lack of a place to study at home without interference from other family members was also a real problem for a majority of children in this project.

Without a doubt the most unexpected result of the demonstration project was the eagerness with which many children responded to an opportunity for regular study periods outside of school hours.

The counselors were of the opinion that the trips taken did "open new doors" to the children as they had hoped they would. In addition it is believed that from these trips the children developed varying degrees of self confidence in meeting new people and planning for new experiences which will be useful to them as they mature.

The three counselors who participated in the demonstration project agree that this has been one of the most worthwhile and exciting things they have ever done. They are unanimous in their belief that it should continue in some form.

CHAPTER 12

OBSERVATIONS AND CONCLUSIONS OF THE COORDINATOR

When the school administrators and counselors met in January 1961 to discuss the design of the demonstration project, one principal, who was formerly a counselor, commented that counselors never have an opportunity to show what they can do because of lack of time. It was hoped that as the project was set-up each counselor would have the time to use his skill and imagination in providing both intensive and extensive counseling help for a small group of children who had been identified in the 1960 study as having ability which they were not using. It is recognized that the results of the demonstration project are not particularly spectacular but it is believed that many children in White Plains will benefit from the experience which three counselors had with 34 children during a period of five months.

The coordinator has had the privilege of confering with the counselors during the time they were working on the project and of studying in detail their very excellent case reports. As a result of this experience and the 1960 study from which the demonstration project was an outgrowth, certain observations can be made and questions raised. It is recognized that valid conclusions cannot be drawn from such a small sample of cases but the following points are raised for consideration.

1. The positive reaction of most of the parents to the demonstration project seems to indicate the importance of the school assuming the

initiative in reaching out to parents who do not voluntarily approach the school. How can this be done? If it were started when children are in the early elementary grades, would parents feel freer to share their concerns about their children's school progress as the children become older? Do school people assume too quickly that a parent's failure to come to school represents a lack of interest on the part of the parent?

2. Counselors found that many of the children have no place to study and did not know how to organize themselves for study. What responsibility does the school have for providing opportunities for supervised study after school hours? How can this be financed? What can teachers do to help children learn better study habits? Does this have any significance for the nature of assignments of homework in the elementary schools? Do schools rely too much on the fact that some parents help their children with homework? Is there any way in which children, whose parents do not have the background or interest to help them, can be given additional help by the school with homework assignments?

3. Some parents asked for concrete help in knowing how to help children. What suggestions can schools make to parents about helping their children? How can parents be helped to see that children need more than "Yelling at to do homework."

4. Many of the children in the demonstration project were described by teachers as uncommunicative shy and not participating in class. After they had been on several trips and had worked with the counselors teachers commented that they were contributing to class discussions and seemed more outgoing.

Is it possible that in some cases schools have failed to understand why children are uncommunicative? Can schools provide experiences and background information about which children, who do not have these experiences as a part of their everyday living, can communicate. What significance does this have for curriculum?

5. Some of the boys discussed their conflict in trying to meet standards of good citizenship set by the school and the entirely different standards imposed by the peer group. What can the school do to help children who are confronted with this dilemma? Can the school work more closely with community leaders in helping these children identify with successful members of their own cultural background and thereby gain a feeling of status and self-worth?

6. The counselors have indicated that they feel that many people living in the neighborhood from which the children were selected for the demonstration project have a much better feeling toward the schools than they did before. They believe that this is because the emphasis has been on helping children in a quiet way and that neither the project nor the 1960 study have been given any publicity. To carry on this type of help is an expensive proposition for a school district. How then can public support be obtained for the services needed? Is there any way in which some of the people who have benefited can be helped to assume responsibility for backing the school in its efforts to extend these services? Can they be helped to understand that what they say and think can be important in improving the school program?

These are only a few of the questions which occur to the Coordinator as a result of the findings of the 1960 Study and the 1961 Demonstration Project. Members of the school staff who have been close to both projects have learned much about this group of children who previously were recognized as having problems but about whom very little was known. Plans are being made for sharing this added understanding with other members of the staff through providing administrators and members of pupil personnel services with copies of this report. It is hoped that parts of it, perhaps in a different form can be made available to teachers.

Counselors have expressed the desire to continue with study hours and home visits. The possibility of making the counselors' day more flexible so that those who want to do home visiting after school will be allowed to do so will be discussed with school principals in the administrative work shop in August. Counselors have suggested that the 1961-62 per pupil allotment, under the N.D.E.A. fund might be designated to finance evening study hours this year. This, too, will be discussed with administrators.

Each counselor will be encouraged to select one or two children of the type included in the demonstration project for extensive and intensive counseling. It is believed counselors would learn much from this and would have the satisfaction of feeling that at least in one or two cases they are doing the "kind of counseling they would like to do but never have the time to do." This could lead to a greater use of counseling with small groups of children with similiar needs.

Both the 1960 study and the demonstration project have pointed to the need of starting with children in elementary grades. The principal of one of the elementary schools serving the White Plains Housing Project area has attended the co-ordinating meetings held in connection with the demonstration project. He has developed a plan for that school which includes closer work with families and broadening the curriculum to include many of the experiences which the studies that have been made seem to indicate are needed.

One of the conclusions of the 1960 study was that the children in the White Plains Housing project area "are not similiar to those described in the literature and who live in large urban areas. The children in White Plains do want an education; more than 85% wish to complete High School. Their parents wish them to gain as much as possible from their school. As far as intelligence is concerned they may be described as at least equal to the average of the national norm."[1] This conclusion seems to be further confirmed by the findings of the counselors in the demonstration project.

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1 Max Weiner and Marian F. Graves, "A Study of Educational and Vocational Aspirations of Junior High School Pupils from Two Socio-Economic Levels." White Plains Public Schools, White Plains, N. Y., July 1960, P. 76

In conclusion it might be said that as a result of the 1960 study and the demonstration project the White Plains Public Schools have found that they have not only a source of undeveloped ability among a group of children coming from low socio-economic or culturally different backgrounds but that there is a hidden potential among the parent group which if developed can be a source of strength to the schools and the community.

APPENDIX A

Reports of Individual Counselors

Beatrice Cramer
Alfred Hampton
Owen Peagler

OUTLINE

I. Initiation of program

A. Selection of individuals, based upon:

1. Cultural deprivation
   a. social
   b. economic
   c. scholastic(underachievement as indicated by I.Q. and report cards marks, and achievement scores on Stanford standardized tests)

2. Sex
   a. 7 boys
   b. 7 girls

3. Grade
   a. 7th (four) (two boys; two girls)
   b. 8th (six) (two girls; four boys)
   c. 9th (four) (three girls; one boy)

4. Participation in original NDEA 1960 project
   a. Former participation (seven) (four girls; three boys)
   b. Non-participants in original project(seven) three girls four boys

5. Home location
   a. Housing project: nine
   b. Adjacent sections: three
   c. Residential (at distance from project) two

6. Personal request from parent and/ or pupil, from:
   a. Housing project: two
   b. Residential section: two

II. Overall Plan

A. Goals:

1. To develop more fully one's scholastic ability
2. to offer opportunities to discuss and share experiences with one's peers
3. To explore various kinds of occupational interest and vocational opportunities in local area
4. To broaden one's cultural outlook, through music, art, literature, and "vicarious" travel.

B. Organization, through:

1. Group meetings based on sex-lines.
2. Group meetings based upon need to explore many occupational fields
3. Small group meetins based upon similar expressed interests
4. Individual conferences based upon specific developing needs: absence, study, problems
5. Joint pupil-parent-conference based upon need and desire to watch developing progress

C. Areas requiring strengthening, and plans for meeting need

1. Scholastic

a. help with school work
b. help with study habits
c. help in library research
d. visit to Westchester Community College
e. listening to records of foreign languages
f. visit to Brown University meeting at Rye
g. joint pupil-parent conferences
h. individual pupil and/or parent ferences
i. discussion of further education plans
j. provide after-school study room

2. Vocational:

a. General explorations:

(1) Visit to General Foods
(2) Visit to Empire State Bank
(3) Visit to Grasslands
(4) Career Day at HS
(5) Discussions of vocational interests and future work (joint conferences)

b. Specific explorations, based upon similar expressed interests:

(1) Visit to Sloane Kettering Institute for cancer research at Rye.
(2) Visit to Model Home in New Rochelle
(3) Visit to auto salesrooms: Buick, Chevrolet, Plymouth, Chrysler
(4) Visit to Civil Air Patrol at Armory in White Plains

3. Cultural:

a. Viewing slides and movies of foreign countries
b. Viewing scrapbook collections from foreign countries
c. Examining stamp and coin collections from foreign countries
d. Examining souvenirs from other countries
e. Listening to musical records from other countries
f. Noting works of art from our own and other countries
g. Reviewing book and magazine articles from our own and other sections
h. Visiting places where one could view directly some phases of art, science, music, history; Riverside Church, Metropolitan Art Museum, Museum of Natural History

4. Social:

a. Get-to-gethers at 1365 Weaver Street, Scarsdale for suppers, afternoon parties, luncheons
b. Contacts experienced on all trips and meetings

III. Culminating Activities

A. Review of each pupil's progress, considering:
phases of
1. individual's status prior to launching the program
2. meetings
3. present status
4. possible next steps

B. Preparation of summary on each participant, based upon "running" account kept during period of four months. (Details; date; time involved).

C. Evaluation sheets based upon goals and developing activities. Prpared separately by:

1. Pupils
2. Parents
3. Teacher who knows pupil best
4. Counselor

D. Final joint conference: and progress report pupil-parent-counselor

E. Presentation of materials to NDEA committee

Some "Reinvestments" (Note - material purchased by counselor with her N.D.E.A. pay)

1. Panorama: art books, records, slides (monthly)
2. Music Treasures of the World
3. Horizon Book of the Renaissance
4. Two-year membership - Museum of Natural History (magazine and publications)
5. Books - condensed: Reader's Digest
Best in Books
6. Foreign Language Records:
"Living Language" Series: Spanish, French, German, Russian
"Listen & Learn" : Spanish, French
7. Life - World Library
Russia-Britain-France-Italy

Beatrice E. Cramer
Counselor

WHITE PLAINS PUBLIC SCHOOLS

SPECIAL PROJECT REPORT

For the past six months I have given extensive guidance, cultural experiences and motivation stimulation to twelve of the seventh, eighth and ninth grade Negro boys who are residents of White Plains. These youths, who are mainly from the lower economic areas, were selected because I felt that they had average or above abilities and with proper motivation it may be possible for them to work closer to their potentialities. I have found most of these boys deprived in one of the following areas: socially, economically, culturally or educationally. My objective for the project was to supplement these needs.

Each boy was interviewed separately in a very informal manner. At the time, I explained to the fellows what I was attempting to do. It was also made clear to the boys that this extra which I was offering could be rejected if a boy was not interested. Out of ten boys, I had only one withdraw. In this case, I received very little, if any, cooperation from the home.

After getting full support from the boys, I made a visit to each boy's home. Again, in a very informal way, my project was explained to the parents. On the whole, most of the parents appeared very enthusiastic.

In a number of cases there were apologies for a boy's doing poor work. Examples of such apologies are as follows:

"We have only five rooms, and as you can see, eight in our family. There is no place for study."

"You see, Mr. Hampton, Bill's father left home when my youngsters were young, and of course I must work. I have such little time to spend with Bill."

"I have younger children and I don't have the time or energy to fight with Charles about studying."

One of the major problems that confronted these parents was the lack of understanding; the importance of their youngsters being exposed to educational experiences. By this, I mean that the family would have perhaps a nice car, television, Hi-fidelity record players, and other material items that perhaps gave them a sense of accomplishment. However, in very few homes did I notice good reference books. Most homes lacked good dictionaries and encyclopedias.

Very few of the parents of these boys had completed high school. Therefore, very little help could be given to the youngsters in connection with their homework. I also felt that few of these parents realized the necessity of supplying a junior high school student with an appropriate place to study.

The one thing that impressed me most was the very high goals that these people had for their children. They all had definite ideas on the profession that they hoped their boys would pursue. Again and again these people would tell me how much they wished that they had stayed in school. Most of them, according to their statements, left school because of necessity. (Many of these individuals are from the South.)

SPECIAL PROJECT REPORT (continued)

I have also discovered that most of these parents have had little, if any, contact with the school. They have developed the conception that one visits the school only when a child is having a discipline problem. I also detected that a few of them had a feeling that the school did not welcome parents. Only one had attended a Parent-Teachers Association Meeting this year.

Although I have reported on ten boys, my project brought me in contact with about twenty boys and I visited about fifteen parents. I shall give a brief description of a few of the activities that were performed in order for me to meet the needs of the youngsters with whom I was working:

1. I saw most of the parents at least twice. This purpose has already been elaborated.

2. I supervised studying at the Public Library with almost all of the boys. Here we either studied or did research for a particular class. Once or twice a week we had a supervised study group at the Carver Community Center.

3. The boys enjoyed visiting two successful Negro friends who live here in White Plains. One is a middle-age woman whose husband was a doctor. She has a teen-age adopted son. served refreshments and spent at least a half hour with the boys. We had many fine discussions with her. The other friend is a school teacher who has two outstanding teen-age sons. This man and his wife gave the boys an idea of how a family should operate. Since one-third of my boys lacked a complete family, this was a very important experience.

4. Individual conferences were held with the boys when needed. This occurred once a week, and in other cases once in every two weeks.

5. Six of the boys spent two evenings at my home. Here we engaged in cooking our dinner, washing the dishes, listening to records and concluded with a man to man bull session.

6. Eight of the boys spent a week-end at the Christian Herald Camp which is located in Bushkill, Pa. This was done in three parts so as to have more time for work with the separate individuals. (I have been associated with this camp for the past twelve years.)
This activity was the highlight of all our experiences. We visited an antique shop, water falls, and the Delaware Water Gap. The boys also fished, explored the woods and had a chance for real relaxation. Two of the boys experienced their first time away from home overnight. Three boys enjoyed their first experience out of New York State.

It is impossible to say that this project was a turning point in the lives of the boys with whom I was working. For in five months very little changes, if any, would be noted. However, an experience of this type for leaders of youngsters is priceless. It is not until you have observed and worked with children, such as I have described, that one can really understand why they sometimes just give up and don't attempt working up to their capacities.

SPECIAL PROJECT REPORT (continued)

If a counselor should ask any of the boys in my group whether or not they had a problem that interfered with their work, the answer would perhaps be, "No." But I know differently; they do have problems. Following are the ones which I feel are most significant:

1. Any human being wants to be a part of a group. Most individuals desire to be accepted and to function successfully. These same facts hold true with my group. Since the competition in the White Plains public schools is keen, my boys find it difficult keeping up with members of their class. Consequently, they feel somewhat of a misfit in the average classroom. In classes where they are grouped according to ability, they become even more discouraged. This could be one of the reasons why some of these boys have been discipline problems.

2. Television, radio, and newspapers have brought racial problems to the front in the past few years. Most of these youths are not mature enough to deal with these problems and become confused. They go around with a chip on their shoulders and use the racial issue to cover up their own weakness.

3. Many of these boys are torn between two standards; the standards set by society and those made by their own peers of the environment in which they live. It is difficult for youngsters to be called names and ostracized from the group by one's own neighbors. However, in some cases when these boys attempt to portray the type of citizenship that is desired, they are ridiculed by their own group.

ALFRED P. HAMPTON
Counselor

[illegible] PUBLIC SCHOOLS

SPECIAL PROJECT REPORT

PROPOSED PLAN

The East View Junior High School program was composed of as many children as possible who were involved in the 1960 study. It was planned to start with ten children with the intention of expanding the number if time and facilities permitted.

An individual interview with each prospective member of the group was scheduled first to ascertain whether there was willingness to participate. Since the time for the project was limited, there seemed no reason why any but interested pupils should belong to the group. Of the ten asked, two pupils decided that they would not like to join.

After the initial interview with the pupil, a home conference was set to inform the parents of the program. It was explained to them that periodic conferences would be held with them to discuss their child's progress in school and in the project. Through such conferences perhaps could come more understanding of the school program that would enable them to better influence the child's work. The home conferences would provide the counselor opportunities to observe the physical set up and routine of the home and to clarify aspects of the school program.

Individual and group guidance meetings were planned as often as possible. The objective of such meetings was to ascertain aspirations, dispense and discuss occupational materials and provide testing where possible. The individual interviews were process interviews where the pupil was induced to talk about himself freely. The counselor could then make notes of interests, aspirations, problems and values.

A group study period was planned for two evenings per week to provide a quiet place to study for those who lived in crowded apartments. It also provided an opportunity for the counselor to teach study habits on the spot and to tutor the pupils in difficult subject areas.

Cultural and educational trips wereplanned to widen the background of the pupils. At least one college trip was planned to provide a realistic picture of college life and college requirements.

CHOOSING THE STUDY GROUP

The participants of the 1960 study were given first priority for inclusion into this study. The data sheets on these pupils were scanned to seek out those whose tested ability rated high but academic grades were low (as of the first semester of the 1960-61 school year).

Intelligence test and achievement test scores from the third, sixth and eighth grades were used along with teacher and counselor evaluation of the ability of the pupil.

Six East View Avenue Junior High School students were found who met requirements and four elected to join the group and two declined. Three children who were not in the 1960-61 study, but who fit all other criteria, were accepted into the group. The program got under way with seven members.

It was decided after a few days to add a couple of underachievers from a higher socio-economic background to see if such a program would be of help to them. Thus two more boys were added to the program after it got started. One other boy dropped out of the program in a few weeks after he and his family showed an unwillingness to cooperate with the counselor. The group remained at a total of eight until the end of the program.

The final group consisted of two girls and six boys. Two girls and two of the boys were residents of the low income project apartments and were involved in the 1960 study.

ACTIVITIES AND PROCEDURES

Each pupil had an initial interview in which the program was explained and discussed. The first group meeting was held at the counselor's home. Possible trips and what might be gained from this special program were discussed. Here was a cautious attitude about the program on the part of the pupils, probably because the idea was new to them.

They decided that the trips they would learn most from were a trip to a college and a trip to Chinatown. Based upon the counselor's influence, they reluctantly agreed to attend a concert. After the meeting we enjoyed ice cream and cookies around the dining room table. Time limitations of the counselor and inclement weather prevented a full program for the first few weeks but the frequency of meetings and activities for the group increased beginning in April.

A survey of the teachers indicated that one consistent fault with each pupil was poor study habits and missing and careless homework papers.

Study Periods: The group decided to study together two nights a week to improve the quality and punctuality of homework papers. At the request of some of the children the study periods were later extended to three nights per week. The study period was held from 7:00 P. M. to 9:00 P. M. in the East View Junior High School Library two nights per week, and in a classroom the third night. The pupils had full use of the resource materials in the library. Attendance at the study period was not mandatory, yet attendance remained high and the children took the initiative to notify the counselor if they could not attend.

Word of the evening study period spread about the school and the community and the guidance office received many requests to attend from other students and parents. In talking with some of the interested pupils, it became apparent that the absence of a quiet study facility with available reference material was a serious problem to many in the school.

In April the evening study period was opened to others in the school who were interested. The response was poor the first few days with from three to five extra people attending. The number continued to increase until by the second week in May the number of pupils studying together ranged from twenty to thirty, most of whom came from the neighborhood near the school. Many other children were interested but their parents would not permit them to walk to school at night. A total of forty-two different pupils utilized the evening study period.

Trips: Arrangements were made for each of the trips decided upon. On April 15th the group attended Leopold Stokowski's Childrens Concert at Carnegie Hall. The attitude of the group was one of tolerance to me when we started out. The music at the concert was well selected for children and Stokowski was at his charming best.

Trips: continued

All of this, plus the thrill of being in New York, added up to an enthusiastic response to the experience by each member of the group. One boy said, "I never thought I would ever like a symphony orchestra." Another commented, "It really sounds good when you hear it in person." The following statement by one of the girls received unanimous agreement from the group: "I never thought I would enjoy this trip. Now I would like to go again." The trip concluded with a tour of Times Square which none of the group had ever seen.

On May 12 the group visited Kings College, a small (600 students) liberal arts college in Briarcliff Manor, New York. They toured the administration building, visited classes in session, toured the dormitories and saw the students involved in various campus activities. A highlight of the trip was a talk by Mr. Blyther, director of admissions and acting vice-president of the college. He presented a very clear and penetrating talk on college admissions, costs, and need for good scholarship as far back as the junior high school. The ride home was one long discussion of college boards, tuition, semester hours and their meaning, and dormitory life. I found later that in most cases, this conversation was continued at home and provided a clearer understanding of college life and requirement for the whole family.

Two boys were interested in the Health Career Conference held at White Plains High School on Saturday, May 13. The report on that conference can be seen in the personal reports on Jeffrey Goldberg and Allan Overand.

The Chinatown trip on June 3 was the last trip of the year. The group toured the Washington Square campus of New York University. They compared it with the campus of Kings College, and discussed the relative advantages and disadvantages of each. Four out of six preferred the country campus of Kings College. The China-town tour gave the children a chance to immerse themselves into an entirely different cultural atmosphere for an hour. They wandered through the shops and stores with an eagerness that was tiring to the counselor. The trip was concluded with a trip on the Staten Island Ferry. For each child the day was a completely new experience.

The object of having trips was to widen the cultural background of certain members of the group by planning experiences that would provide a realistic dimension to their aspirations.

The trips provided an opportunity to see the world outside of the narrow, regimented neighborhood situation which the children seldom leave and in which they may aspire to stay.

INDIVIDUAL INTERVIEWS

Each group member had at least three individual interviews with the counselor.

Attitudes, purposes, aspirations, and interests were discussed as a means of getting the pupil to think about and evaluate his abilities and goals.

The recorded interviews do not include the numerous short talks with the counselor during the school day. At all times attentions were focused on developing his own potentials.

PARENT CONFERENCES

Parent conferences, as with pupil interviews were not held on a regularly scheduled basis. Such meetings were held as often as the counselor and the parents found it convenient. Each parent conference was begun with a report on how the child was progressing in school and in the project. Next it was ascertained whether there was any change in attitude, study habits and effort at home. With these topics out of the way, the parent interview continued on various topics such as the child's progress in school, family problems, and talk of a general nature.

In every case (with exception of the boy who dropped out of the program) there was cordiality, interest and cooperation on the part of the parents. Perhaps more important was the new interest and enthusiasm of the parents in the school progress of their child. The home conferences provided an opportunity to understand the school program and its objectives. More important it created a bond of mutual concern between the parent and the school (counselor) that hopefully will enable the parents to feel free to communicate with the school in guiding the progress of the child.

CONCLUSIONS AND RECOMMENDATIONS

It would be misleading and unrealistic to evaluate the program described herein on the basis of improvement in grades alone. Any underachiever might be expected to improve to some degree after a period of extra attention and supervised study. The question would still remain whether such improvement would carry over to the future.

An underachiever, especially from a lower socio-economic level of society, must accept academic achievement as a personal value before he can maintain the interest and effort to improve. Tutoring through a difficult period does not always solve the problem unless concomitant with it is counseling in attitudes, beliefs, and aspirations. Such counseling would require longer and more frequent counseling sessions than are now possible and must include parent conferences in the home as an integral part of the program.

All of the parents involved in the study wanted their children to be good students and go on to higher education if possible. Some of the homes were run in such a manner as to negate the stated conviction.

One of the most common faults of family life found in higher proportion in lower socio-economic homes, was the lack of family routine and common family activities. Often supper hour is catch-as-catch-can with the family rarely sitting together and seldom at home for an evening together. Thus the family seems to be composed of separate units coming together at sporadic intervals. Seldom in such homes are the children taken on educational trips to points of interest outside of the city.

Children are urged to plan and maintain regular home study hours as a means of improving grades. Obviously, it would be very difficult to maintain a study schedule in a home where routine and schedule are not an every day reality. The counselor can help parents realize the effects of such a situation upon the scholastic success of their children.

The counselor can help the parents realize the effect of family life and a routine of living upon the values and aspirations of their children. The counselor can also help the parents of underachievers from deprived homes maintain an interest in their child's progress through close contact with school. Parents of such children need the assurance that their interest is welcome and not "wasting the time" of the counselor.

CONCLUSIONS AND RECOMMENDATIONS (continued).

I recommend that counselors be provided time to visit the homes of underachievers whom they feel would profit from special attention. The values of such visits were made evident in the June 1960 study, and I feel that this project has shown that the child can be helped in this way.

Perhaps increased effort could be made on the part of counselors to maintain a closer contact with the parents of underachievers. A counselor can help a pupil better if he is familiar with physical and emotional setting from which the pupil comes, and if he understands the social and economic problems facing the family - especially those of minority group families.

A scheduled evening study period would be immensely helpful in crowded housing areas. Fifteen of the pupils who attended the evening study periods at East View Junior High School were asked why they chose to come back to school to do their homework. The answers were as follows:

Too noisy or too crowded at home	8
Lack of reference material at home	4
To study with friends	2
To get help when needed	1

More than half lived in situations where study was difficult or impossible. 25% did not have the proper study resources. This is obviously a small sample, but sufficient to point up the need for supervised study facilities in certain areas with sufficient reference and study materials. Such facilities need not be in schools but should be set up in facilities convenient to the homes of the students. The community rooms located in the housing project or the Carver Center are possible locations for study programs in White Plains.

Underachievers usually have a pattern that can be traced back to the primary or elementary grades. It would appear that a program of special attention to the potential underachiever would be significantly more effective in the elementary school when such patterns first appear. Parents could be brought earlier into closer communication with the school and helped to evaluate the effect of family routine upon the scholastic development of their children. The child's values, habits of study, and aspirations might be influenced before they are solidly entrenched.

I recommend an experimental program designed to help the lower socio-economic children in the elementary schools compete with the child who has more advantages. The lower socio-economic child is at a distinct disadvantage in the present school program, and the disadvantage increases as he progresses through school. The time to reduce the disadvantage is early in the school experience of the child. Such a program should include a means of closer contact and cooperation with the home, increased activities in cultural areas, and early remedial help.

OWEN PFAHLER
Counselor

APPENDIX B

Forms 1960-61 Project
Payroll form for Counselors
Pupil Data Form
Final Teacher Evaluation Form
*Project Evaluation Form
**Memo to Teachers
***Teacher report form

* Project Evaluation form - used by Miss Cramer
** Memo to teachers - used by Mr. Peagler
*** Teacher report Form - " " " "

White Plains Public Schools

N. D. E. A.
PAYROLL FORM

Name _____ Date _____

Date	Child	Activity	No. Hrs.

TOTAL _____ hrs.

Name _____ Birthdate _____ Age _____

Address _____ Phone _____

Father's Name _____ Birthplace _____

Occupation _____

Mother's Name _____ Birthplace _____

Occupation _____

Siblings:

1. _____ Birthplace _____ Present Address _____

2. _____ Birthplace _____ Present Address _____

3. _____ Birthplace _____ Present Address _____

4. _____ Birthplace _____ Present Address _____

5. _____ Birthplace _____ Present Address _____

6. _____ Birthplace _____ Present Address _____

PRESENT EMPLOYMENT

Position	Hrs.	Pay	Dates
Employer			
Address			
Mr. Bentley			
Pete Kent			
T. Ross			
Mr. Bender			
Mr. Archbrook			
Archb. Rose			
Archb. Greenwich			
Archb. Arlington			
Imagine Dragons			
Social Studies			
Science			
Study Skills			
Science Nelson			

Marks: Junior High School

En

	REPORT CARD GRADES				
	1st Term 7	2nd Term 7	1st Term 8	2nd Term 8	1st Term 9
English					
Speech					
Mathematics					
Social Studies					
General Science					
Art					
Music					
Library					
Homemaking					
Shop					
Health					
General Citizenship					

Electives: 9th Grade

1. _____

2. _____

High School

_____

_____

_____

_____

INTERESTS AND HOBBIES:
Which ones do you pursue with members of your family?

CLUBS AND ACTIVITIES:

Where Do You Study? _____ Home Study Time Per Night? _____

Is Your Study Place Quiet? _____ Does Anyone Help You With Your Homework? _____

What Is Your Biggest Problem In Getting Good Grades? _____

When Do You Plan To Leave School? _____

What Do You Plan To Be When You Leave School? _____

What Do You Like Most About School? _____

What Do You Dislike Most About School? _____

How Was The Project Explained To The Parents And Their Reaction? _____

COMMENTS:

White Plains Public Schools

May 29, 1961

I have been working with _____ for several weeks. It would be helpful to know if you have observed any change in his attitude and work habits.

I will appreciate any comments which you are able to make.

June, 1961

_____

Counselor

Pupil's name | Teacher | Mother

Date | Counselor | Father

During the IDEA Project during the last four months, you (or your children) have been given opportunities to participat
in various activities. Check only the ones in which you participated directly, (or as parents or teachers, you know
that your children have participated in.) .

Scholastic Activities	Vocational Activities	Cultural Activities	Social Activities
1. Help with school work 2. Help with study habits 3. Help in library research 4. Trip to Westchester Com. College 5. Listening to foreign lang. records. 6. Visit to Nyc (Brown University) 7. Attend Supplementary conference 8. Individual pupil or parent conf. 9. Discussion of further education plans 10. After-school study room 11. Completing book reports	Visit to: 1. General Foods 2. Empire State Bank 3. Press 4. Bloom Metering 5. Civil Air Patrol 6. Auto salesrooms 7. Model Home 8. Career Day at HS 9. Discussion of vocational interests and future work	1. Viewing slides and movies at 1365 Weaver 2. Visits to New York 3. Visit to Riverside Church 4. Metropolitan Art Museum 5. Mus. Natural History 6. Viewing travel scrapbooks at 1365 Weaver 7. Borrowing books: MUSEUM HOURS	1. Supers and gov raiders at 136 Weaver. 2. Social contacts experienced on trips
I feel that growth which has taken place in these scholastic activities has been (circle number of one which most applies.)	I feel that growth which has taken place in these vocational interests has been (circle number of one which most applies.)	I feel that growth which has taken place in these cultural activities has been (circle number of one which most applies.)	I feel that grow which has taken p in these social ties has been (ci number of one wh best applies.)
1. none 2. little 3. some 4. much 5. very much	1. none 2. little 3. some 4. much 5. very much	1. none 2. little 3. some 4. much 5. very much	1. none 2. li 3. some 4. mu 5. very much

The chief values of this plan to you (and/or your children) have been:

Would you like to have it continued?

How can the plan be improved for the comin

3/27/61

To:

Re: J. G. 8-222-S
S. W. 8-212-M
D. G. 8-117-M
S. D. 8-126-M
M. L. 8-114-S
D. J. 8-122-M
J. H. 9-11

I have begun working with the students named above in a program of supervised study, extra counseling and parent interviews. Indications are that each one has the potential to achieve on a much higher level than at present time.

They meet with me at least three times per week as a group and individually. The supervised study is held Monday and Tuesday at 7:30 P. M. here at East View. The supervised study period is open to any student in the school who has the need for it.

If any of those that you teach miss homework papers, need extra help, or show obvious improvement, it would be helpful if you would let me know. I plan to continue working with this group thru the end of May.

Owen F. Peagler

OFP:as

June 12, 1961

To: Re:

I need to know how the student named above whom I am giving extra help is progressing.

In order to take as little of your time as possible, I have worked out the form below.

You may answer on this paper and please add any comments that would enable me to help the student. Thanks for your cooperation.

O. F. Peagler

1. Any homework missing for <u>this</u> marking period?

2. Interest and effort in class?

3. Have interest, effort and attitude improved any since the end of last marking period?

4. Areas that could use extra study or extra help?

5. Approximate present grade?

6. Comments:

APPENDIX C

Forms 1959-60 Project
Pupil Interview Form

* Note - Used by two Counselors in 1960-61 Project.

UNITY PLAINS PUBLIC SCHOOLS

PUPIL INTERVIEW

N.D.E.A. PROJECT

DATE: _____

NAME: _____ SCHOOL: _____

STUDY PLACE: _____ SEPARATE ROOM: _____

1. NUMBER OF SCHOOLS ATTENDED: ___ YEARS IN THIS SCHOOL: _____

2. SUBJECTS LIKED BEST: _____

3. SUBJECTS LIKED LEAST: _____

4. NUMBER OF TIMES SENT TO OFFICE: _____

5. JOBS YOU CONSIDERED AND PREFER:
KIND REGARDLESS _____ 3rd _____ 6th _____
PRESENT _____ FUTURE _____
IF CHANGE, WHY? _____

6. JOB YOU WISH TO PREPARE FOR: _____

7. JOB YOUR FATHER WISHES YOU TO PREPARE FOR: _____

8. JOB YOUR MOTHER WISHES YOU TO PREPARE FOR: _____

9. JOB YOUR FRIENDS & RELATIVES THINK YOU SHOULD PREPARE FOR: _____

10. YOUR (HIS) LAST HOME CHORES: _____

11. HOBBIES: Sports _____ Reading _____ Instruments _____ Magazines _____
T.V. Hours Watched _____ Movies, times per week or month _____

12. CLUBS: _____

13. OFFICES HELD: _____

14. TYPE OF WORK YOU THINK YOU WILL ACTUALLY DO AFTER YOU LEAVE SCHOOL: _____

_____

15. DO YOU EXPECT TO GO TO COLLEGE? _____

16. TO WHAT EXTENT DO YOU BELIEVE YOUR SCHOOL TRAINING WILL PREPARE YOU FOR YOUR JOB? _____

17. WHAT SCHOOL SUBJECT WILL BE MOST HELPFUL TO YOU IN YOUR FUTURE EMPLOYMENT?

_____

18. WHAT SCHOOL SUBJECTS WILL BE LEAST HELPFUL TO YOU IN YOUR FUTURE EMPLOYMENT?

_____

19. WHAT SCHOOL SUBJECTS DO YOU THINK SHOULD BE HELPFUL WHERE THEY ARE NOT? _____

_____

20. HOW DO YOU SPEND YOUR SUMMERS? _____

21. HOW MANY NIGHTS A WEEK, ON THE AVERAGE, DO YOU TAKE HOME ASSIGNED SCHOOL WORK TO DO THERE? _____ HOW MANY HOURS PER NIGHT? _____

22. WHEN DO YOU INTEND TO LEAVE SCHOOL? _____

(IF AT AGE 16 OR BEFORE GRADUATION) ASK WHY? _____